



HOLLY SPRINGS HIGH SCHOOL

AP ART HISTORY

SUGGESTED PREREQUISITES

English I and II

COURSE DESCRIPTION

- The AP Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. The interpretation of the work is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, languages, and literature as they explore the story of people as told through the art that they created.

COURSE OBJECTIVES

The AP Art History course will enable students to:

- Understand the nature of art, art making, and our responses to it.
- Develop an in-depth understanding of the relationships among these works.
- Practice the essential skills of visual, contextual, and comparative analysis.

KEY ASSIGNMENTS AND PROJECTS

Each content area is represented by a number of exemplary works of art within a prescribed image set of 250 works. AP Art History required course content is defined to support students' in-depth learning, critical analysis, and understanding of the connections among global artistic traditions by focusing study on works representing the diversity of art through time and place. The image set consists of approximately 65 percent works from the Western tradition and 35 percent of non-western artistic traditions. Students will also be asked to attribute works of art outside the image set based on their knowledge and understanding of works within the set; attributions should be provided in the same format and with the same level of detail as identifying information for each work of art within the image set. Students will include works they choose to study beyond the image set as AP Art History Content.

READINGS AND RESOURCES

Students will use the online resources of Khan Academy and Smart History. All books and resources are available in the classroom, but Barron's AP Art History is highly recommended.

ADDITIONAL INFORMATION

Viewing actual works of art is important because details are lost when a work of art is digitized and projected (with the exception of installations intended to be projected). AP Art History students are encouraged to attend local art galleries and art lectures and will be notified when local opportunities arise.



AP BIOLOGY

SUGGESTED PREREQUISITES

Biology, Math III, Chemistry

COURSE DESCRIPTION

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

BIG IDEAS

Big Ideas in AP Biology: The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. • Big Idea 1: Evolution: The process of evolution drives the diversity and unity of life. • Big Idea 2: Cellular Processes: Energy and Communication: Biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis. • Big Idea 3: Genetics and Information Transfer: Living systems store, retrieve, transmit, and respond to information essential to life processes. • Big Idea 4: Interactions: Biological systems interact, and these systems and their interactions possess complex properties.

KEY ASSIGNMENTS AND PROJECTS

Inquiry-Based Investigations: Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.



HOLLY SPRINGS HIGH SCHOOL

AP CALCULUS AB/BC

SUGGESTED PREREQUISITES

A mastery of the Precalculus curriculum is required. We recommend students have a grade of C or better in Precalculus.

COURSE DESCRIPTION

AP Calculus AB/BC is a study of the mathematics involving motion and change. The course is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems.

SEMESTER OVERVIEW--AP Calculus AB

There are 3 big ideas that are covered through 6 units of study. These include:

1. Limits
2. Derivatives
3. Integrals and the Fundamental Theorem of Calculus

SEMESTER OVERVIEW--AP Calculus BC

AP Calculus BC is an extension of AP Calculus AB in that it explores the big ideas presented in AB in additional contexts and adds the big idea of series. There are 7 units of study with 2 of the units devoted to preparation for the AP exam.

KEY ASSIGNMENTS

Unit Tests, Quizzes, Nightly homework assignments, Problem Sets, Practice Multiple-choice and Free Response Questions

RESOURCES

Primary Text: Finney, Demana, Waits, & Kennedy. Calculus: Graphical, Numerical., Algebraic. 3rd ed. Massachusetts: Pearson Education, Inc. 2007

ADDITIONAL INFORMATION

A TI-84 calculator is strongly recommended.



HOLLY SPRINGS HIGH SCHOOL

AP CHEMISTRY

SUGGESTED PREREQUISITES - Math 3, Chemistry (H)

COURSE OVERVIEW

The Advanced Placement Chemistry course is designed to be the equivalent of a general chemistry class taken the first year in college. For students planning to major in science, engineering, or medical professions, successful completion of this course will allow them to advance more quickly into higher level chemistry courses or classes that have a college level chemistry class as a prerequisite. For students with other plans for majors, this course will fulfill the laboratory science requirement and make space in their schedules for other courses. This course is designed to be a second chemistry course for high school students. AP Chemistry students will have already taken a first year chemistry course that emphasized atomic theory, periodic law and tendencies, bonding and molecular structure, intermolecular forces, basic nomenclature, mole theory, stoichiometry, basic gas laws, solids and liquids, solutions and concentrations, energy and chemical processes, equilibrium, acids and bases, nuclear reactions, and descriptive aspects of chemistry. **Topics that will be new to AP Chemistry students to a significant degree include: thermochemistry, gaseous equilibrium, equilibrium of solutions, kinetics, chemical thermodynamics, acid/base equilibrium and buffers, oxidation-reduction, and electrochemistry.** Students will develop a deeper understanding of chemistry problems and learn to present their problem solving clearly both orally and in writing.

COURSE DESIGN

1. This class will meet for **85 minutes Monday-Friday**
2. **Quizzes and Labs (30%)** - The best way to be prepared is to keep up with the daily practice problems that are in the notes and all of the homework problems. There will typically be one-two quizzes per unit. Quizzes will be curved if they are taken on the announced day. A strict time limit will be enforced.
3. **Tests (60%)** – A test will be given every unit and will be a combination of multiple choice and free response questions. A strict time limit will be enforced. Test grades will be curved as long as students take the test on the announced day at the same time as the other students or if a parent has contacted me within 24 hours explaining why their student had to miss the test on the announced day.
4. **Homework (10%)** - Homework will be assigned nightly and is essential to mastering the material in the class. Students will be marked exempt for a maximum of 5 missing homework assignments.
5. **Delivery** – Students are expected to attend all classes, listen attentively to the lectures, and participate in problem solving both in and outside of class. Homework problems are assigned for practice. Absences and tardies are **HIGHLY** counterproductive and should be avoided as much as possible.

THE AP CHEMISTRY EXAM

It is the expectation that all students taking AP Chemistry will take the AP exam. Released AP exams will be used and they will be scored for informational use and occasionally for a grade. New content coverage ends approximately three weeks before the exam to allow a comfortable amount of review time in class.

TUTORIALS

There is ample tutorial time available for students to receive extra help before school, during lunch, and after school.



HOLLY SPRINGS HIGH SCHOOL

AP LANGUAGE AND COMPOSITION

SUGGESTED PREREQUISITES

English I and English II (H)

COURSE DESCRIPTION

The AP Language and Composition course trains students to become skilled readers and writers in diverse genres and modes of composition. As stated in the Advanced Placement Course Description for the English Exams, the AP Language and Composition course's purpose is "to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." As the course progresses, students will become aware of their own composition process through self-assessment and evaluations by peers and the instructor. These skills will allow the student to read critically and write effectively in different modes in the college classroom and beyond.

UNITS OF STUDY

- **Rhetorical Situation:** Individuals write within a particular situation and make strategic writing choices based on that situation.
- **Claims and Evidence:** Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- **Reasoning and Organization:** Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- **Style:** The rhetorical situation informs the strategic stylistic choices that writers make.

KEY ASSIGNMENTS

Reading

- Key texts may be any of the following: *The Things They Carried*, *Into the Wild*, *The Glass Castle*, *Narrative of the Life of Frederick Douglass*, *The Great Gatsby*, and various academic and opinion articles from news-worthy sources
- Students will continually analyze the choices in language and syntax the author makes
- Students will analyze alternative texts such as paintings and film as forms of art and communication

Writing

- Students will prewrite, draft, revise, and finalize three types of essays: the Rhetorical Analysis Essay, the Argumentative Essay, and the Synthesis Essay
- Students will practice expressive, expository, persuasive, and literary discourse
- Students will practice the following modes of writing: narration, description, process, comparison/contrast, cause and effect, classification, definition, and process analysis discourse
- Students will strengthen their prose with richness and complexity

- Students will practice informal writing, including imitation exercises, writing for different audiences, journal keeping, and in-class responses

SKILLS NEEDED TO BE SUCCESSFUL

- Students should be motivated & dedicated to successfully completing challenging academic work both inside and outside of the classroom
- Students should be successful managers of their time (able to multitask, prioritize activities, make deadlines, and balance academic & extracurricular activities well)
- Students should be strong organizers of academic resources (ability to manage and maintain textbooks, online resources, notebooks, and other required class resources independently)
- Students should have strong academic communication skills (reading, writing, speaking, listening skills)
- Students should have high interest in learning academic subjects at an advanced, college level
- Students should have strong academic communication skills (reading, writing, speaking, listening)
- Well-developed critical thinking skills
- Students should have positive attitudes about engaging in challenging academic work both at school and outside of school

A TYPICAL WEEK IN AP LANGUAGE

- Reading: College Level Texts
- Writing: One essay per week
- Speaking: Project presentations or seminar style discussions
- Listening: Collaborating with peers to create detailed products.



HOLLY SPRINGS HIGH SCHOOL

AP ENGLISH LANGUAGE & COMPOSITION (CAPSTONE)

SUGGESTED PREREQUISITES

This course is paired with AP Research and is offered all year on an A/B day schedule.

COURSE DESCRIPTION

"The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods." – AP College Board

COURSE CONTENT

Our curriculum for AP English Language and Composition is designed for a 90-minute class over two semesters (yearlong) on an A/B class schedule.

Reading

- To increase the student's reading abilities in comprehension, interpretation, and evaluation
- To enable students to read complex texts with understanding
- To provide students with a wide variety of prose styles from historical periods and understand how events affect literature
- To introduce the student to major American writers
- To improve vocabulary
- To improve critical thinking through analysis of language usage
- To analyze alternative texts such as paintings and film as forms of art and communication

Writing

- To emphasize the writing process that includes prewriting, drafting, revising, and publishing
- To emphasize the aims of expressive, expository, persuasive, and literary discourse
- To master the modes narration, description, process, comparison/contrast, cause and effect, classification, definition, and analysis discourse
- To write mature prose of richness and complexity
- To introduce student to informal writing, including imitation exercises, journal keeping, and in-class responses
- To introduce the student to the techniques of research
- To make their writing suitable for different audiences.

READINGS AND RESOURCES

Possible Works: novels, plays, literary nonfiction, historical writing, letters, speeches



HOLLY SPRINGS HIGH SCHOOL

AP ENGLISH LITERATURE & COMPOSITION

SUGGESTED PREREQUISITES

English I, II, and III (H) or AP Language

COURSE DESCRIPTION

"An AP English Literature and Composition course engages in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As students read, they should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone." – AP College Board

COURSE CONTENT

This course is the equivalent to a sophomore-level college literature course. Our aims in this course are:

Reading

- To increase the student's reading abilities in comprehension, interpretation, and evaluation
- To increase the student's understanding of figurative meanings, seeing beneath the surface of the text as it is initially presented
- To develop the student's ability to recognize patterns in a text and develop meaning from those patterns
- To enable students to read complex texts with understanding
- To improve vocabulary
- To improve critical thinking through analysis of language usage
- To analyze alternative texts such as paintings and film as forms of art and communication
- To increase familiarity with poetry and various poetic forms.

Writing

- To emphasize the writing process that includes prewriting, drafting, revising, and publishing
- To emphasize the aims of persuasive and literary discourse
- To develop a logical, cohesive argument that builds upon itself
- To select and integrate appropriate evidence from texts to develop an argument
- To write mature prose of richness and complexity

READINGS AND RESOURCES

Possible Works: novels, plays, literary nonfiction, poetry. The works chosen represent a diverse range of authors over a wide range of historical eras.



HOLLY SPRINGS HIGH SCHOOL

AP ENVIRONMENTAL SCIENCE

SUGGEST PREREQUISITES

Two high school laboratory sciences—one year of life science and one year of physical science (e.g., a year of biology and a year of chemistry). Honors level is recommended. Due to the quantitative analysis required in the course, students should also have taken at least Math II. Also, desirable, but not required, is a course in earth science.

COURSE DESCRIPTION

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science.

MAJOR UNITS

- **Unit 1:** The Living World: Ecosystems
- **Unit 2:** The Living World: Biodiversity
- **Unit 3:** Populations
- **Unit 4:** Earth Systems and Resources
- **Unit 5:** Land and Water Use
- **Unit 6:** Energy Resources and Consumption
- **Unit 7:** Atmospheric Pollution
- **Unit 8:** Aquatic and Terrestrial Pollution
- **Unit 9:** Global Change

EXPECTATIONS

As this course is designed to reflect learning that analyzes environmental concepts and processes to achieve understanding and to prepare students for the APES exam in May, this course will involve time and effort outside of class. At home, students should expect to read and take notes on chapters from a textbook, lecture videos, and to complete vocabulary assignments. **Students should expect to spend an hour a day working outside of class.** Students are expected to maintain an organized binder that will be a valuable study tool for the APES exam. In class, students engage in hands-on, real-world activities (20 - 25% of the course), and critical thinking skills through reading and writing assignments. Students should also expect to engage in numerous (9+) hands-on, inquiry-based laboratory and/or fieldwork investigations. There are five timed unit tests that are modeled on the APES exam: multiple choice questions and Free Response Questions. The Final Exam is a project-based assessment. We do go on field trips and bring in guest speakers.

AP Environmental Science is an elective science class. While APES may be used to satisfy the high school graduation requirements, students may also take Earth/Environmental Science for graduation requirements. Students who are willing and able to put in the extra hours outside of class reading the textbook, engage and actively participate in class activities, and complete projects should enroll in APES



HOLLY SPRINGS HIGH SCHOOL

AP FRENCH LANGUAGE & CULTURE

PREREQUISITES

French 1 Honors, French 2 Honors, French 3 Honors, and French 4 Honors

Take courses back-to-back with no breaks in between semesters whenever possible. This helps to keep students continually studying the language without any lapses. French 4 and AP French are a combined class offered only in the spring semester, so students will study the 1st part of the AP curriculum in French 4, then will finish the AP curriculum in AP French.

COURSE DESCRIPTION

The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP French Language and Culture course. The AP French Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the French-speaking world that is approximately equivalent to an upper-intermediate college or university French course. It is expected that this course will be offered as the first step in the study of college-level French after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP French Language and Culture course.

SEMESTER OVERVIEW

The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms. The instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

In order to best facilitate the study of language and culture, the course is taught in the target language. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

UNITS OF STUDY

- 1. Families in Different Societies**
- 2. How Science & Technology affect our Lives**
- 3. Factors that Affect the Quality of Life**
- 4. The Influence of Language & Culture on Identity**
- 5. The Influence of Beauty & Art**
- 6. Environmental, Political & Societal Changes**

What skills should students have to be successful in AP French?

1. Students MUST be willing to review material outside of class **DAILY**.
 - a. **Reviewing & Memorizing Vocabulary** - We do some vocabulary review in class, but ultimately, the student must learn it.
 - b. **Grammar** - practicing all grammar concepts that we learn in class
 - c. **Verb conjugations** - Students should practice on conjuguemos and review a variety of verbs.
 - d. **Writing, Reading & Listening Assignments** - Students may be asked to complete work on AP Classroom, or finish an assignment started in class
2. Students MUST be willing to **SPEAK** in class
Speaking is the most important part of the class. The class is taught in French, and all discussions are in French. A student does not have to be proficient in speaking at this level, but they do have to be willing to try, ask for clarification and participate in all discussions.
3. Students MUST rely on previous knowledge **without relying on the internet** for help.
A student should be able to produce written and spoken language on their own. The chances of success are **GREATLY** increased when a student relies on previous knowledge and not the internet.

A typical week in AP French

- a. **Readings** related to the topic of study, with comprehension questions
- b. **Thought provoking Discussion questions** related to the topic where students are giving their ideas and opinions
- c. **Writing** - Essays and Cultural Comparisons related to the topic
- d. **Researching** - Finding information about their Francophone country related to the topic
- e. **Vocabulary & Grammar** practice done in groups, through games, with white boards
- f. **Listening** - Examining news broadcasts, documentaries and other authentic sources related to the topic with comprehension questions, and/or class discussions on the piece presented.
- g. **Presenting** - Sharing information about a student's Francophone country, including current events and cultural comparisons



HOLLY SPRINGS HIGH SCHOOL

AP HUMAN GEOGRAPHY

SUGGESTED PREREQUISITES

World History

COURSE DESCRIPTION

The purpose of AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscapes analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice and the Why of Where. Why are people and things where they are today? This is an excellent course for students to take to help prepare them for later AP classes in social studies

SEMESTER OVERVIEW

Units of Study:

1. Geography- Its Nature and Perspectives
2. Population VI. Cities and Urban Land Use
3. Political Organization of Space
4. Agriculture and Development
5. Industrialization and Development
6. Cities and Urban Land Use
7. Cultural Patterns and Processes

READINGS AND RESOURCES

AMSCO Human Geography review books will be available for all students but additional review books are encouraged for students to purchase on their own.



SUGGESTED PREREQUISITES

Math III (Pre-Calculus & H. Physics Recommended)

COURSE OVERVIEW

The AP Physics 1 course is conducted using inquiry-based instructional strategies that focus on experimentation to develop students' conceptual understanding of physics principles. The students begin studying a topic by making observations and discovering patterns of natural phenomena. The next steps involve developing, testing and applying models. Throughout the course, the students construct and use multiple representations of physical processes, solve multi-step problems, design investigations, and reflect on knowledge construction through self- assessment rubrics. In labs, the students use graphing calculators and digital devices for interactive simulations, simulated exercises, collaborative activities and formative assessments.

UNITS OF STUDY

1. KINEMATICS
2. DYNAMICS
3. ENERGY
4. MOMENTUM
5. CIRCULAR MOTION AND GRAVITATION
6. ROTATIONAL MOTION
7. SIMPLE HARMONIC MOTION

KEY ASSIGNMENTS AND PROJECTS

The AP Physics 1 course is a fast-paced course that devotes over 25% of the time to laboratory investigations. The laboratory component of the course allows the students to demonstrate the seven science practices through a variety of investigations in all of the foundational principles. The students use guided inquiry (GI) or open inquiry (OI) in the design of their laboratory investigations. Some labs focus on investigating a physical phenomenon without having expectations of its outcomes. In other experiments, the student has an expectation of its outcome based on concepts constructed from prior experiences. In application experiments, the students use acquired physics principles to address practical problems. All investigations are reported in an electronic laboratory journal. Students are expected to record their observations, data, and data analyses. Data analyses include identification of the sources and effects of experimental uncertainty, calculations, results and conclusions, and suggestions for further refinement of the experiment as appropriate.



HOLLY SPRINGS HIGH SCHOOL

AP PSYCHOLOGY

SUGGESTED PREREQUISITES

World History, Biology is helpful to have for reference but not required.

COURSE DESCRIPTION

Advanced Placement Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

CLASSROOM STRUCTURE

Structure and Expectations

This is a rigorous and demanding course designed to reflect the scope and expectations of a college-level curriculum. It emphasizes essential nightly readings, independent projects, and frequent assessments to prepare students for the AP Exam. Students must understand that this is a college-level course, and they will be treated accordingly. Active engagement is essential—this is not a class for passive learners. Students are expected to seek out, analyze, and internalize information from readings, lectures, and experiments. As your instructor, my goal is to facilitate your understanding of key concepts assessed on the AP Exam and create a learning environment that supports your success. By taking this course, you will develop the skills needed to excel on the AP Psychology Exam, deepen your understanding of psychology, and, hopefully, enjoy the learning experience.

Reading and Resources

Myers, David. *Myers' Psychology for the AP Course 4e*. Available from: BFW - Macmillan High School - Achieve Embedded, (4th Edition). Macmillan Higher Education, 2024

What skills should students have to be successful in AP Psychology?

Students must be willing to review material outside of class daily. This will require that students spend at least 1 hour/day of personal time to complete:

- a. **Readings from the textbook or class notes** – This may occur before or after the material has been discussed in class.

b. Vocabulary – The AP Psychology exam is heavily based on vocabulary. Because of this, there are weekly vocabulary quizzes in this class.

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HOLLY SPRINGS HIGH SCHOOL

AP RESEARCH (CAPSTONE DIPLOMA)

SUGGESTED PREREQUISITES

Completion of Capstone Seminar and English II (H)

COURSE DESCRIPTION

AP Research is a yearlong, paired class with AP English Language and Composition. Students will get 1 credit for each course successfully completed. The class operates on an A/B day rotating weekly schedule with tutorial days for both classes offered during the week.

A culmination of the AP Capstone Program, the Capstone Research course is designed for the motivated student who possesses an intrinsic desire to expand a field of knowledge by considering multiple perspectives of scholars in a student-selected area of investigation, adding an additional dimension that contributes to the depth of understanding of a specific facet. Students will analyze the credibility of arguments from a variety of types of sources about the same issue, discerning from those sources a new, but related, complex problem or issue. Students will hone develop a targeted research question that drives the research process. Students will present their preliminary research in a research inquiry proposal for specific topic examination and approval.

UNITS OF INSTRUCTION

Units of Instruction: Scaffolding and Sequencing the skills and content of the AP Research Course are grouped into units of instructions. The AP research model can be: 1) Disciplinary Focus {Stem inquiries, Performing and Visual arts}; 2) Internship {Independent study with a discipline-specific mentor to independent study in research of the student's choosing; 3) Thematic Survey Linked to AP course (AP research in Biology, Chemistry, Math, etc.) and General (research methods to be chosen for his/her investigation). Regardless of their models of choosing, these skills will be taught.

KEY ASSIGNMENTS AND PROJECTS

Student research will culminate in a final academic paper of approximately 4,000-5,000 words (75% of the summative AP assessment). Students will reflect on all phases and components of the research process by creating and regularly updating a Process and Reflection Portfolio {PREP Journal}. Students will present their research findings in a multimedia format and participate in an oral defense of their research (25% of the summative AP assessment).

READINGS AND RESOURCES

Course Textbook Palmquist, M. (2012). *The Bedford Researcher* (4th ed.). Boston: St. Martin's.



HOLLY SPRINGS HIGH SCHOOL

AP SEMINAR (CAPSTONE DIPLOMA)

SUGGESTED PREREQUISITES

Completion of English I

COURSE DESCRIPTION

AP Seminar is a unique student experience. Course goals include:

- Engaging students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extending students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Cultivating students' abilities to craft, communicate, and defend evidence-based arguments.
- Providing opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their own interest and curiosity

SEMESTER OVERVIEW

AP Seminar is a yearlong, paired class with English II (H). Students will get 1 credit for each course successfully completed. The class operates on an A/B day rotating weekly schedule with tutorial days for both classes offered during the week.

KEY ASSIGNMENTS AND PROJECTS

The fall semester in AP Seminar is dedicated to learning skill sets such as researching scholarly source material from academic databases and using source material to formulate arguments on a variety of written expressions and presentations. The spring semester is dedicated to demonstrating student skill sets on two multiple week writing and presentation tasks that are scored as part of the College Board assessment of the class.

READINGS AND RESOURCES

Course Textbook Palmquist, M. (2012). *The Bedford Researcher* (4th ed.). Boston: St. Martin's.

What skills should students have to be successful in AP US Seminar?

AP Seminar is a *skills and not content* based AP course. During the 1st Quarter, each day students learn and practice new skills, for example, conducting a search using an academic database or developing an argumentative research question. The skill is taught in class and then practiced using a short in class individual or small group assignment. As we move into 2nd and 3rd quarters students can expect 30-45 mins of homework to support the 6-week long College Board released Tasks are completed in both class and outside of class and a culmination of the development of skills.

Each College Board released task contains a 1200-2000 word paper using 10-15 academic sources and a 6-10 min presentation. 4th quarter involves finishing and submitting the Task 1 papers/presentations to a digital portfolio provided by College Board and preparing for a skill based assessment during the AP exam week. The course is rigorous in terms of expectations of self motivation, but is rewarding in the ability to learn and perfect college level research and writing skills in preparation to continue into AP Research Junior year.

Students considering taking AP Seminar should:

- Balance long and short-term deadlines
- Assume responsibility for learning, including when absent
- Demonstrate patience and resilience to learn and practice new concepts
- Is able to learn and apply college level research and writing skills
- Work independently as well as in group setting
- Demonstrate academic integrity including proper use of citation
- Seeks assistance as needed including come to tutorials after class absence or for clarification for coursework



HOLLY SPRINGS HIGH SCHOOL

AP SPANISH LANGUAGE & CULTURE

SUGGESTED PREREQUISITES

Students should begin with Spanish 1 and continue on to Spanish 2, 3, and 4 before taking AP Spanish Language and Culture. It is always recommended to take courses back-to-back with no breaks in between semesters whenever possible. This helps to keep students continually studying the language without any lapses. Spanish 4 is only offered in the fall and then AP Spanish the following spring.

COURSE DESCRIPTION

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP Spanish Language and Culture course. Students who are successful in this course and exam may continue their study of college-level Spanish by taking the AP Spanish Literature and Culture course and exam, as well.

SEMESTER OVERVIEW

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

READINGS AND RESOURCES

At HSHS, I primarily use the *Abriendo Paso: Gramática* and the *Temas* textbooks to teach the course. I do use some other textbooks and workbooks as ancillaries, such as *AP Spanish: Preparing for the Language Examination*. I also use a variety of websites for authentic reading and listening materials to accompany the textbooks.

UNITS OF STUDY

Families in Different Societies

The Influence of Language and Culture on Identity

Influences of Beauty and Art

How Science and Technology Affect Our Lives

Factors That Impact the Quality of Life

Environmental, Political, and Societal Changes

KEY ASSIGNMENTS AND PROJECTS

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

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What skills should students have to be successful in AP Spanish Language and Culture?

1. Students must be willing to review material outside of class **daily**. This includes new vocabulary as well as new grammar.
2. Students must be willing to speak Spanish with both the teacher and other students from bell to bell.
3. Students must be willing to be an active participant in **ALL** class activities.

4. A typical week in AP Spanish Language and Culture:

A. vocabulary – Students will be introduced to new thematic vocabulary and practice with it, both individually and in groups. Students will have 2 vocabulary quizzes per unit.

B. grammar – Students will take notes several times a week on new grammar topics and

practice it in class, both individually and in groups. Students will have at least 1 grammar quiz/test per unit.

C. speaking – Students will engage in a variety of speaking activities daily where they are required to use higher-order thinking skills. Students will complete practice AP tasks, both interpersonal (simulated telephone conversation) and presentational (cultural comparison).

D. writing – Students will write in class daily, including a 5-minute journal writing on an open-ended question. Students will complete practice AP tasks, including the email reply and argumentative essay.

E. listening – Students will be listening to spoken Spanish in class daily, both from the teacher, their peers, and authentic sources. Students will practice with AP audio tasks.

F. reading – Students are required to read, analyze, and annotate a variety of texts daily, including practice AP tasks (print texts and print/audio texts).



HOLLY SPRINGS HIGH SCHOOL

AP STATISTICS

SUGGESTED PREREQUISITES

Math III and Math IV or Pre-Calculus

COURSE DESCRIPTION

AP Statistics is the equivalent to a one semester, introductory, non-calculus based, college course in statistics. This course will introduce participants to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Participants are exposed to four broad conceptual themes:

- Exploring Data: Observing patterns and departures from patterns.
- Sampling and Experimentation: Deciding what and how to measure.
- Anticipating Patterns: Producing models using probability and simulation.
- Statistical Inference: Confirming models

TIPS FOR SUCCESS

- ✓ Ask questions!
- ✓ Be an active participant in class discussions.
- ✓ Do all assigned problems before class and be prepared with questions.
- ✓ Read the textbook! (not as scary as it sounds)
- ✓ Take care of make-up work promptly.
- ✓ Show your teacher rough drafts of special problems or projects.
- ✓ Have a network of Stats students to help and be helped by.

TEXT

Barron's AP Statistics Test Prep with 6 Practice tests. 11th Edition

Also available in the classroom as an extra resource:

Yates, Daniel S., Moore, David S. and Starnes, Darren S. (2003). *The Practice of Statistics*. W.H. Freeman and Company. 2nd Edition.

ADDITIONAL INFORMATION

Assignments will be made from the text and AP Classroom and will be checked for completeness as well as accuracy. It is essential that these assignments be completed to gain a thorough understanding of the material. This is a college-level course and will be conducted as such. Students are expected to be highly motivated and those who are can expect to experience success. Students are encouraged to come seek assistance before school, after school, or during H.O.T. Lunch to discuss topics for which they need clarification.



HOLLY SPRINGS HIGH SCHOOL

AP STUDIO ART

SUGGESTED PREREQUISITES

Art III and/or Art IV

COURSE DESCRIPTION

The AP Studio Art course is a fall semester course that meets 5 days per week for 90 minutes per class period. Composition, color, observation, design, conceptual thinking and craftsmanship are emphasized in all studio art courses. For spring semester you will be required to use Tutorial time or Independent Study time to complete your AP portfolio and properly submit it.

This course is designed to facilitate the development of a portfolio by the student that can be used for application to college, for scholarship, tuition waiver applications, job references and for researching related career options.

Students will choose either 2D Design, 3D Design or Drawing. The 2D and 3D Design program emphasizes design using the elements of art principles in an integrative way. Drawing emphasized successful mark making.

The course is most importantly about helping the student develop his/her own style and artistic voice. This may involve learning new processes and techniques, trying new media or combinations of media or new uses of familiar media.

SEMESTER OVERVIEW

Students in the course will complete written self-assessments, checklists, inventories, portfolio index sheets, quarter and semester assessments. Critical thinking and self-reflection are important components of the course and students are expected to support their observations about their own work and that of their peers. Individual and group critiques are held regularly during the year and are also an important part of the course. We use the critique process to clarify conceptual issues and to celebrate the uniqueness of personal voices and tastes.

KEY ASSIGNMENTS AND PROJECTS

Over the summer, students are highly recommended to complete 5 assignments. These assignments are posted on the teacher's website and can be accessed as early as now! Throughout the semester students will have only a few guided projects. Most projects will involve the Concentration section of the portfolio which means students will come up their own ideas for projects to fit their chosen theme.

READINGS AND RESOURCES

AP web site: <http://apcentral.collegeboard.com>

Please look at AP Studio ART (2D, 3D and/or Drawing) and make yourself familiar with the expectations of the portfolio submission. Look at students submissions and compare how they received each score level.

ADDITIONAL INFORMATION

Students will need to keep on pace with time and deadlines. Students will be turning in a finished piece of art about every two weeks and should be spending about 10-20 hours on each piece of finished artwork. Students will need to utilize tutorial's for extra studio time and/or will need to work on their art at home in addition to working on it at school. Students should not limit their studio time to the class-period.



HOLLY SPRINGS HIGH SCHOOL

AP US GOVERNMENT & POLITICS

SUGGESTED PREREQUISITES

World History

Note that this class can replace the NC graduation requirement for Civics Literacy

(*Effective graduating classes 2024 and forward)

COURSE DESCRIPTION

AP US Gov't is a study of the mechanics of American government with a concentration on its structure at the national level. There is focus on the political process, checks and balances, the political process, and the evolution of the Constitution through Congressional Legislation and Supreme Court Decisions. There is a heavy emphasis on writing development to prepare for the essay portion of the AP Exam in May. Students should be prepared to spend an average of 30- 1 hour nightly in review and preparation for the course.

SEMESTER OVERVIEW

There are 6 overarching units that are covered through examination in 10 units of study. These include:

1. Constitutional Foundation of the US Gov't
2. Political Theory and Political Socialization
3. Impact of Political Parties, Elections, Interest Groups, and Mass Media
4. Formal Institutions of Gov't: Congress, Presidency, Judiciary, Bureaucracy
5. Civil Rights and Civil Liberties
6. Public Policy and the Policy implementation model

KEY ASSIGNMENTS AND PROJECTS

Unit test using the College Board AP Classroom Module support, Progress Checks, , Practice Free Response Questions including FRQ writing development scaffolding, Supportive reading selections aligned to course standards, Chart/Graph/ Political Cartoon analysis

READINGS AND RESOURCES

Primary Texts:

Wolfford, Davis. AMSCO AP Government and Politics. 2nd Edition. Logan, IA: Perfection Learning, 2019.

What skills should students have to be successful in AP US Gov't and Politics?

Students must be willing to review material outside of class **daily**. This will require that students spend at least **30 min- 45 min/day** of personal time to complete:

- a. **Readings from the textbook or class notes** – This may occur before or after the material has been discussed in class.
- b. **Vocabulary** – reviewing definitions from class notes and/or reading.
- c. **Homework Choice Board** – complete 4 homework assignments from 6 options on a “choice board” over the duration of a content unit. Options can include readings, podcasts/short videos with assigned questions.
- d. **Practice Free Response Questions-** review the posted material for each of the FRQ on Google Classroom and then practice with sample FRQs from book
- e. **AP Classroom Assigned Questions** – review sample content focused questions by standard on AP Classroom.
- f. **Recorded Lectures/Video Tutorials** – Often used as a source of review prior to tests.

A typical week in AP US Gov't and Politics:

Monday – Introduction to unit, review of homework choice board options, lecture with key vocabulary for 30-45 min. In class reading/ short video with assignment due by class end

Homework: Select one item from Homework Choice board and/or work from AMSCO Textbook to read and outline chapter

Tuesday – Lecture with key vocabulary for 30-45 min. In class reading or short video with assignment due by class end

Homework: Select one item from Homework Choice board and/or work from AMSCO Textbook to read and outline chapter, review sample content focused questions by standard on AP Classroom.

Wednesday – Foundational Documents or Required Supreme Court Case Free Response Question WRiting Workshop. Short lecture about the required Foundational Document (ex. Articles of Confederation, Federalist Papers... or from one of the 15 required Supreme Court Cases). Small Group activity to review the key parts and complete a practice Free Response Question. Review of rubric and either partner score or self score using the rubric.

Homework: Select one item from Homework Choice board and/or work from AMSCO Textbook to read and outline chapter, review sample content focused questions by standard on AP Classroom

Thursday – Lecture with key vocabulary for 30-45 min. In class reading or short video with assignment due by class end. *If at the end of a unit, submit a progress check with sample questions in AP Classroom to check for understanding*

Homework: Select one item from Homework Choice board and/or work from AMSCO Textbook to read and outline chapter, review sample content focused questions by standard on AP Classroom

Friday – Lecture with key vocabulary for 30-45 min. In class reading or short video with assignment due by class end. **If an assessment day**, prepare for a full class period assessment of multiple choice questions aligned to course standards and/or Practice Free Response Questions

Homework: Select one item from Homework Choice board and/or work from AMSCO Textbook to read and outline chapter, review sample content focused questions by standard on AP Classroom. **If an assessment day, submit the Homework Choice Board to Google Classroom**

Should I take AP Government or Civics Literacy for Sophomore Year Social Studies?

(Either meet NC High School diploma requirements)

AP Gov't Students that are successful meet the following criteria

<p>Plan for OUTSIDE of class reading and homework.</p> <p><i>*Typically, 30-45 mins nightly or 3-5 hours per week.</i></p>	✓
<p>Enjoys the writing development process</p> <p><i>*50% of the AP Exam is Free Response Question Development. Each of the four types of questions (Scenario based, Quantitative, Supreme Court Comparison, and Argument Essay) will be discussed in class with opportunity to develop essays as part of in class assignments and unit assessment.</i></p>	✓
<p>Commit to choosing to review outside of class for assessments</p> <p><i>*Pace of class on a block schedule means we learn new content up until the day before an assessment.</i></p>	✓
<p>Willing to read and learn material that is not covered in class on your own.</p> <p><i>*The AP Gov't exam occurs 5 weeks before the end of Spring semester* Optional review sessions introduce material that we will not have class time to cover.</i></p>	✓
<p>Assumes responsibility for learning by coming to tutorials even if not assigned</p> <p><i>*Teachers offer writing support workshops on "FRQ Fridays" as well as availability during Tutorials weekly</i></p>	✓
<p>Can balance long and short-term deadlines</p> <p><i>*Students complete chapter reading, outlining, and homework choice board completion over average 7-10-day unit. This work supports the lecture notes and class activities prior to a unit assessment. There will also be reading quizzes.</i></p>	✓
<p>Demonstrates patience and resilience and willing to take feedback from the instructor.</p> <p><i>*Students who put the work in can expect to earn grades that reflect their preparation. Grades are earned in class not given simply for class attendance.</i></p>	✓
<p>Intellectually curious and enjoys academic research</p> <p><i>*Much of the content of the class focuses on reading foundational documents like the Declaration of Independence, US Constitution, Federalist Papers, Famous Supreme Court Decisions and understanding the interconnectedness of branches of gov't and linkage institutions like political parties and special interest groups.</i></p>	✓
<p>Connects past knowledge and makes relevant connections.</p> <p><i>*As College Board has DESIGNED the course to FOLLOW a study of US History, many Sophomores have a gap in their knowledge of US History and will need to supplement with additional opportunities to fill in the lack of US History knowledge. <u>While the state of NC does not require US History as a prerequisite to taking AP Gov't, Sophomores are at a disadvantage in not having exposure to US History since the middle school social studies curriculum.</u> See earlier notes about tutorials and writing support as well as an understanding of the gap of information if choosing to take the course. AP Gov't can be taken as a Junior or Senior year AP Elective which allows students to still get AP credit for GPA purposes.</i></p>	✓



HOLLY SPRINGS HIGH SCHOOL

AP US HISTORY

SUGGESTED PREREQUISITES

World History and English II

COURSE DESCRIPTION

The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials -their relevance to a given interpretive problem, reliability, and importance - and to weigh the evidence and interpretations presented in historical scholarship. The AP US History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format (College Board Course description).

The AP US History course will also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures/discussions, write essay exams, and write analytical papers. They will learn to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others (College Board, 13).

MAJOR THEMES

- Migration and Settlement
- America in the World
- Geography and the Environment
- Politics and Power
- Identity: American and National Identity
- Exchange, Work and Technology
- Society and Culture

KEY ASSIGNMENTS & PROJECTS

- Reading notes
- Quizzes
- Period Exams
- A significant focus on writing and writing skills

ADDITIONAL INFORMATION

Students should expect 1-2 hours of homework per night on average with heavy reading assignments. Some lessons will be flipped so class time is spent teaching historical thinking and writing skills.



HOLLY SPRINGS HIGH SCHOOL

AP WORLD HISTORY: MODERN

SUGGESTED PREREQUISITES

Students who have excelled in 8th grade Social Studies and Language Arts. Students should be able to read a college-level textbook and write grammatically correct, complete sentences (College Board Course Description).

COURSE DESCRIPTION

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. (College Board Course description).

COURSE UNITS

1. The Global Tapestry
2. Networks of Exchange
3. Land-Based Empires
4. Transoceanic Interconnections
5. Revolutions
6. Consequences of Industrialization
7. Global Conflict
8. Cold War and Decolonization
9. Globalization

KEY ASSIGNMENTS & PROJECTS

- Reading notes
- Quizzes
- Period Exams
- A significant focus on writing and writing skills

ADDITIONAL INFORMATION

Students should expect 45 min to an hour of homework per night on average with heavy reading assignments. Many lessons will be flipped so class time is spent teaching historical thinking and writing skills.

HOLLY SPRINGS HIGH SCHOOL



AP Macroeconomics

RECOMMENDED PREREQUISITES

Math III, open to Sophomores, Juniors and Seniors

COURSE OVERVIEW

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

UNITS OF STUDY

- Unit 1: Basic Economic Concepts
- Unit 2: Economic Indicators and the Business Cycle
- Unit 3: National Income and Price Determination
- Unit 4: Financial Sector
- Unit 5: Long-Run Consequences of Stabilization Policies
- Unit 6: Open Economy—International Trade and Finance

KEY ASSIGNMENTS AND PROJECTS

Unit Tests (every 2-3 weeks), Quizzes (weekly), Nightly suggested homework assignments, Practice Multiple-choice and Free Response Questions

IMPORTANT TO NOTE

AP Macroeconomics is an elective course in the Social Studies department; it does not replace the Economics Personal Finance graduation requirement for the Class of 2024 and beyond. AP Macroeconomics is a Social Science course- combining historical thinking skills, science and math. AP Macroeconomics exams consist of multiple-choice questions and FRQs. There are no essays.

What skills should students have to be successful in AP Macroeconomics?

1. Students must be willing to review material outside of class **daily**. This will require that students spend **at least 30 minutes/day** of personal time to complete:
 - a. **Readings from the textbook or class notes** – This may occur before or after the material has been discussed in class.
 - b. **Practice problems** – Practice problems are provided in the course notes packets, are sometimes assigned online via AP Classroom, and often assigned to be completed in packets (on paper).
2. Students must be proficient in basic math skills and feel comfortable using formulas and graphing. Students are allowed to use a 4-function calculator on assessments however a formula sheet is not provided (students must know which formula(s) to use and how to calculate the correct answer).



HOLLY SPRINGS HIGH SCHOOL

AP PRECALCULUS

SUGGESTED PREREQUISITES

We recommend students achieve a B or higher in their Math 3 Honors class to take AP Precalculus. Students considering this course should have various mathematical proficiencies, which can be found in the AP Precalculus course description provided by College Board.

COURSE DESCRIPTION

AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations. - Per College Board

SEMESTER OVERVIEW

There are 4 big ideas that are covered through 7-8 units of study. These include:

1. Polynomial and Rational Functions: Modeling and Rates of Change
2. Exponential and Logarithmic Functions: Exploration of Inverses
3. Trigonometric and Polar Functions: Periodic Phenomena
4. Functions Involving Parameters, Vectors, and Matrices

KEY ASSIGNMENTS

Students will complete unit tests, unit quizzes, nightly homework assignments, problem sets, practice multiple-choice questions, and practice free response questions. There are no assessment retakes or extra credit assignments; therefore, daily preparation is key. For each session of classroom instruction, the student is expected to spend an equal amount of time outside the classroom for review, written assignments, and preparation.

TEXT (available in the classroom)

Demana, F., Waits, B., Foley, G., & Kennedy, D. (2004). Precalculus: Graphical, numerical, algebraic (6th ed.). Pearson Education, Inc.

ADDITIONAL INFORMATION

Students are required to have access to a TI-84 calculator outside of class. It is expected that students enrolled in this course will take the College Board Exam. This is a college-level course. Students are expected to be highly motivated. Students are encouraged to seek assistance before school, after school, or during H.O.T. Lunch.



AP African American Studies

SUGGESTED PREREQUISITES:

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

There are no prerequisite courses for AP African American Studies. Students should be able to read a college-level textbook and to express themselves clearly in writing

COURSE DESCRIPTION

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

MAJOR THEMES

- Origins of The African Diaspora
- Freedom, Enslavement, and Resistance
- The Practice of Freedom
- Movements and Debates

KEY ASSIGNMENTS & PROJECTS

- Inquiry-Based Projects and Assignments (African Empire Mask Assignment)
- Document Based Questions
- Short Answer Questions
- Multiple Choice Exams
- Class Discussions
- Student-Centered Learning

ADDITIONAL INFORMATION- AP Exam consists of Multiple Choice, Short Answer, Document Based Questions, and Student-Led Research Based Presentation.

HOLLY SPRINGS HIGH SCHOOL



AP Computer Science Principles

SUGGESTED PREREQUISITES

It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Prior computer science experience is not required to take this course.

COURSE DESCRIPTION

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

MAJOR THEMES

- Creative Development: You'll learn how important collaboration is in developing programs, and how to use an iterative process in your work
- Data: You'll explore how computers handle data and how data can be used to produce new information and solve problems.
- Algorithms and Programming: You'll learn how to use algorithms and abstraction to create programs that solve problems or to express your own creativity.
- Computer Systems and Networks: You'll explore how computer systems and networks work and how using multiple computers to divide tasks can speed up processes.
- Impact of Coding: You'll examine the effects computing has had on societies, economies, and cultures and consider the legal and ethical responsibilities of programmers.

KEY ASSIGNMENTS & PROJECTS

Students will complete unit tests, unit quizzes, nightly homework assignments, problem sets, practice multiple-choice questions, and coding assignments.

ADDITIONAL INFORMATION

The AP exam will consist of two sections, a 70 question multiple choice exam, and a performance task that they will have time to complete before, then answer questions about on the exam date.



HOLLY SPRINGS HIGH SCHOOL

AP ENTER CLASS NAME HERE

**TEMPLATE- PLEASE MAKE A COPY TO PERSONALIZE
FOR YOUR COURSE**

SUGGESTED PREREQUISITES

FILL IN COURSE DETAILS HERE

COURSE DESCRIPTION

The AP _____ course is designed

MAJOR THEMES

-

KEY ASSIGNMENTS & PROJECTS

-

ADDITIONAL INFORMATION